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ABSTRACT

Six essays on native language instruction in Africa are presented. "Why Teach in an African Language?" examines the rationale and advantages of teaching in African mother tongues, and "Why Teach an African Language as a School Subject" discusses the need for such instruction. "Do African Languages Have Sufficient Potential To Be Both Media and Subjects of Learning?" looks at the effectiveness of African languages in school syllabuses. "Can We Speak of African Languages? Should We Not Rather Speak of Dialects?" examines the linguistic question from an educational viewpoint. "What Distinctions Should Be Made Between Mother Tongues, National Languages, Literacy Languages, First Languages, etc.?" concerns the status of teachers and pupils in relation to African languages of instruction. "What Can Primary Teachers and Teacher Trainees Actually Do To Promote African Languages Used as Languages of Instruction?" addresses effective participation of teachers in promoting native languages of instruction. The aim of the papers is to inform and sensitize teachers and prospective teachers to positive aspects of this educational reform, and are for use in countries where introduction of these languages is in the early stages. Each paper includes a discussion of the issue, responses to title questions, and suggested exercises for use by teacher trainees. (MSE)

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